DOCUMENT RESUME

ED 168 551 IR 007 085

TITLE	A Survey of Viewership of Television Series Sponsored by ESAA Legislation. Executive Summary.
INSTITUTION	Applied Management Sciences, Inc., Silver Spring, Md.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
PUB DATE	30 Jun 78
CONTRACT	300-77-0019
NOTE	22p.; For related document, see IR 007 084 ; May be marginally legible due to small print
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Childrens Television; *Cultural Isolation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Minority Group Children; Parents; Preschool Children; Principals; Program Evaluation; *Television Surveys; *Television Viewing
IDENTIFIERS	*Emergency School Aid Act

ABSTRACT

The U.S. Office of Education, under the legislative authority of the Emergency School Aid Act (ESAA), commissioned a survey of the viewership of 11 ESAA-funded TV series designed to reduce cultural isolation in minority children. Objectives of the survey were to determine the availability of the ESAA-TV series to their target audiences, as well as to determine the viewership of the series by their target audiences. National in-school surveys of viewership were conducted with students from grades 1, 4, 7, and 10 and their respective teachers and principals, with in-home surveys conducted as a validation measure with many of the same students, their parents, and preschool siblings. Despite high availability, a relatively small proportion of the children were aware of the ESAA-TV series. However, children in both the target age and target ethnic groups viewed TV more than other children. Findings of teacher and principal surveys indicated that knowledge of ESAA-TV was minimal. Considerations for future study in increasing viewership include audience awareness, appeal, additional viewership surveys, family viewership, time of broadcast, impact, and in-school viewership. (CMV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168551

A SURVEY OF VIEWERSHIP OF TELEVISION SERIES SPONSORED BY ESAA LEGISLATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EXECUTIVE SUMMARY

June 30, 1978

Prepared for:

Department of Health, Education, and Welfare
Office of Education
Office of Planning, Budgeting, and Evaluation

Pursuantt to:

Contract No. 3300-77-0019

IR000708

562 Wayne Avenue • Suite 701 • Silver Spring, Maryland 20910
Telephone 301 585-8181

APPLIED MANAGEMENT SCIENCES

EXECUTIVE SUMMARY

1. Introduction

Under the legislative authorization of the Emergency School Aid Act (ESAA), the U.S. Office of Education has awarded funding for the production of television series. The goal of the legislation and therefore the series is to reduce cultural isolation in minority children. As part of an ongoing evaluation of ESAA-TV, USOE commissioned a survey of viewership. The objectives of the survey were:

- To determine the availability of the ESAA-TV series to their target audiences.
- To determine the viewership of the ESAA-TV series by their target audiences.

At the time this survey was conducted (May 1977), fourteen different ESAA-TV series had gone into production and eleven were available for broadcast.

2. Availability

The availability phase of this study focused on (1) determining the number and type of television stations intending to carry each ESAA-TV series in April/May 1977, and from that information, (2) estimating the size of the potential audience residing in the coverage area. In addition, the characteristics of the target audience for each series were needed to estimate the portion of the target audience who had each series available.

Staff of regional networks, distribution centers/TV libraries and television stations were contacted for the carriage information. The producers for each ESAA-TV series provided the target audience characteristics. AREAPOP I provided maps of the coverage contours for each public station; the TV Factbook supplied similar information for the commercial stations. The information was combined with 1970 Census data to produce estimates of the total potential audience for each ESAA-TV series.

A total of 289 stations, 238 public and 51 commercial stations, indicated they had made tentative arrangements to carry one or more ESAA-TV series. Approximately two-thirds of these were UHF stations. The estimated population of the coverage areas for each series ranged from a high of 165 million for REBOP to a low of one million for LA BONNE AVENTURE. The analysis of the portion of the target audience residing in the coverage areas for each series revealed that REBOP was available to more of its target audience than any other ESAA-TV series. Figure ES.1 presents the findings for this analysis for all ESAA-TV series.

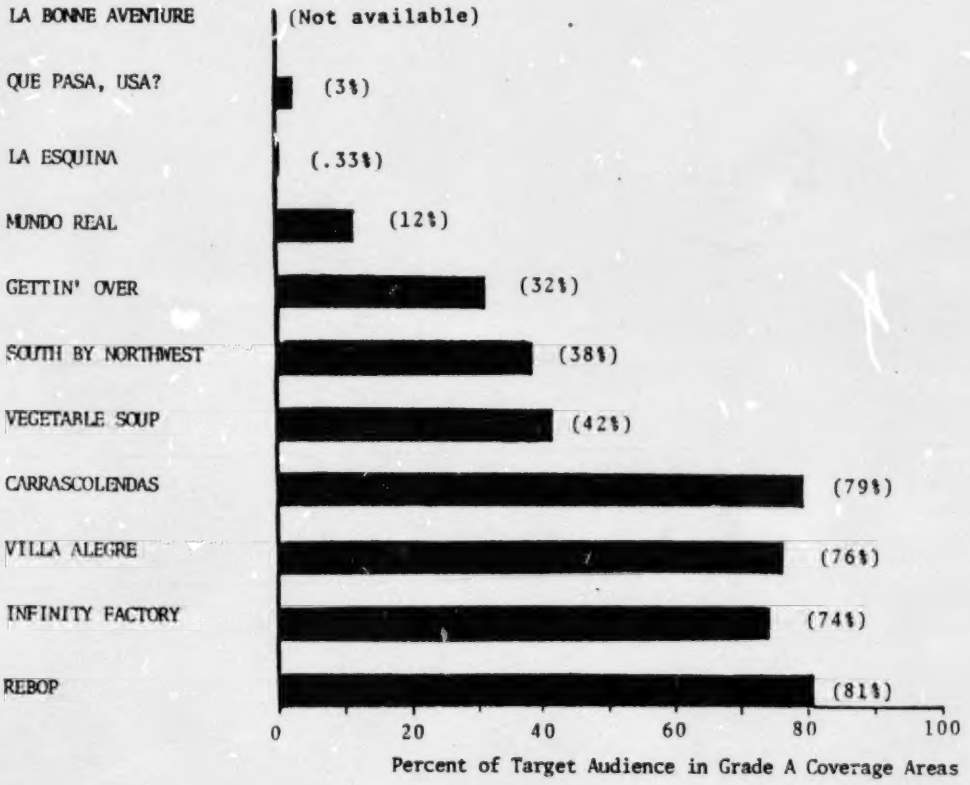

FIGURE ES.1: PERCENT OF POTENTIAL TARGET AUDIENCE RESIDING IN GRADE A COVERAGE AREAS FOR EACH ESAA-TV SERIES

3. Methodology for the Survey of Viewership

The viewership study had an in-school and in-home component. Over 9,400 students from grades 1, 4, 7, and 10 participated in the in-school survey. The students completed questionnaires in their classrooms. They were asked about their viewership of the ESAA-TV series and competitors which were broadcast in their area during the preceding week. They were also asked to indicate if they had heard of, ever watched, or preferred an ESAA-TV series. Additional data collected from the students included information about their viewing habits (e.g., frequency of viewing, viewing with siblings) and demographic information. The students, teachers and principals also completed questionnaires which inquired about awareness and use of the ESAA-TV series.

The in-home component of the survey was designed to verify the information the student gave in school and to collect additional information about family viewing. The child who was interviewed in school was re-interviewed, if available, in his/her home. In addition, the student's parent was interviewed along with a preschool child, if a preschooler was present in the household.

4. Viewership of ESAA-TV

The viewership survey addressed the following issues:

Issue 1: Develop estimates of the proportion of viewers for each ESAA-TV series

Issue 2: Determine the characteristics of the viewers for each ESAA-TV series

Issue 3: Determine the geographic location of ESAA-TV viewers

Issue 4: Determine if ESAA-TV viewership varies by UHF/VHF carriage

Issue 5: Determine if ESAA-TV viewership varies by public/commercial carriage

Issue 6: Determine if ESAA-TV viewership varies by the frequency of a child's TV viewership

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, ESAA-TV viewership

Issue 8: Determine the relative degree to which the potential audience prefers ESAA-TV programs to other types of programs

Issue 9: Determine whether or not the potential audience is aware of the ESAA-TV program and its competitors

Issue 10: Determine the portion of the television viewing audience watching ESAA-TV and the relationship between viewing and the time of day during which the program was broadcast

The findings from the in-school survey will be reviewed and aggregated in relation to several key concerns. One of the most important issues to be discussed is viewership by the target audience members. Data are presented for only ten of the eleven series; SOUTH BY NORTHWEST was not broadcast in any of the survey sites during data collection. It was later learned this series was used primarily to fill gaps in regular programming.

4.1 Awareness of ESAA-TV

A relatively small proportion of children were found to be aware of the ESAA-TV series. Table ES.1 presents the proportion of children who had heard of each series by grade. When the same children were asked about their awareness of some competitor programs (Issue 9), generally between 70 and 80 percent of the respondents were familiar with each competitor. The rates of awareness varied for each ESAA-TV series and each grade, but they rarely exceeded 30 percent and never exceeded 60 percent. For both the competition and the ESAA-TV series, the only children who were asked about a a program were those living in an area where it was being broadcast during the survey period, May and June of 1977.

TABLE ES.1: AWARENESS OF ESAA-TV BY GRADE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
HEARD OF:												
CARRASCOLENDAS	25	45	30	18	73	9	14	81	5	10	83	7
INFINITY FACTORY	23	51	26	23	67	10	11	83	6	8	88	4
REBOP	27	45	28	17	75	8	10	90	4	14	79	7
VEGETABLE SOUP	38	37	25	39	48	13	29	64	7	15	78	7
VILLA ALEGRE	27	49	24	32	60	8	27	68	5	22	71	7
LA BONI:Z AVENTURE	40	54	6	17	78	5	5	93	2	5	95	0
LA ESQUINA	46	47	7	40	60	0	49	99	0	55	41	4
QUE PASA, USA?	8	63	29	23	76	1	25	73	2	25	73	2
GETTIN' OVER	NOT ASKED			17	63	20	9	87	4	9	82	10
MUNDO REAL	NOT ASKED			7	82	11	4	87	9	2	97	1

NOTE: Table entries are within grade row percents

▭ - Target Ages

4.2 Viewing of ESAA-TV at Some Time in the Past

Given that less than a third of the children in the coverage areas had heard of each ESAA-TV series, it is apparent that even fewer children had seen one. The proportion of children who had ever watched each series is presented in Table ES.2. The proportions of children who had ever watched each ESAA-TV series were slightly lower than the proportions of children who indicated they had heard of each series. Generally, between 20 and 25 percent of the children reported having ever seen an ESAA-TV series. The proportions for the first graders were consistently highest among the grade levels with one exception, QUE PASA, USA? The higher proportion of first grade viewers may mean that young children have sampled the ESAA-TV series more extensively than older children; it also may mean that first graders are likely to respond that they have watched more programs than they actually have. The second explanation is supported by the findings on the students' responses to non-existent programs. While the first graders did indicate they

TABLE ES.2: VIEWERSHIP (EVER-WATCHED) OF ESAA-TV BY GRADE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
EVER WATCHED:												
CARRASCOLENDAS	24	39	37	12	79	9	6	88	6	6	87	7
INFINITY FACTORY	24	38	38	11	79	10	6	88	6	4	92	4
OPROP	21	36	43	10	82	8	3	87	4	3	87	10
VEGETABLE SOUP	24	35	31	24	63	13	16	77	7	6	87	7
VILLA ALEGRE	26	39	35	23	68	9	17	78	5	15	78	7
LA BONNE AVENTURE	35	35	30	7	88	5	2	90	2	3	87	9
LA ESQUINA	45	44	11	20	74	6	21	77	2	11	85	4
QUE PASA, USA?	8	63	29	13	84	3	10	88	2	12	86	2
GETTIN' OVER	NOT ASKED			7	73	20	4	94	2	3	93	4
MUNDO REAL	NOT ASKED			4	87	11	1	99	0	2	97	1

NOTE: Table entries are within grade row percents

[ ] = Target Ages

had watched ESAA-TV series more than they had watched distractor programs, their rate of response to the distractor programs was highest among the grade levels. The results for Grade 1 should be tempered with the knowledge that young children have a tendency to respond positively.

4.3 Viewing of ESAA-TV Last Week

The relationship between watching at some time in the past and watching last week is informative in that it gives some idea of how many children had seen a series and returned to it as regular viewers. Not all regular viewers would watch a series every week, but the more severe the discrepancy between the number of children who viewed at least once in the past and the number who watched during any particular week, the stronger the indication that the series is not being watched regularly. The proportions of children who indicated they watched the series during the week prior to data collection are presented in Table ES.3.

TABLE ES.3: VIEWERSHIP (LAST WEEK) F ESAA-TV BY GRADE

	Grade 1			Grade			Grade 7			Grade 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK:												
[illegible]	[illegible]			[illegible]			0	91	9	0	91	9
[illegible]	[illegible]			[illegible]			1	91	8	0	95	5
[illegible]	5	57	39	[illegible]			1	88	9	1	91	8
[illegible]	[illegible]			[illegible]			0	90	10	0	92	8
[illegible]	[illegible]			[illegible]			1	89	7	1	91	8
[illegible]	11	78	11	1	93	7	0	94	6	0	100	0
[illegible]	11	71	18	7	80	5	[illegible]					
[illegible]	1	93	6	2	94	4	[illegible]					
[illegible]	NOT ASKED			0	97	3	[illegible]					
[illegible]	NOT ASKED			[illegible]			[illegible]					

NOTE: Italics underlines are original grade raw percentile

[illegible] Target Ages

These proportions were low, wit most ranging between 0 and 5 percent. At best, they mean that th ESAA-TV viewer watches sporadically, not regularly: on any given wek, only a limited number of the ongoing viewers would be tuned t the series. At worst, they indicate that a sizable portion of te children who have seen the series once did not find it to be as interesting as the competition. The next set of data suggest this later explanation may be the case.

4.4 Preference for the ESAA-TV Seris

There can be many reasons why a child did not watch a television series in any particular week. The weather may have been nice and the child was playing outsi (very likely in May).[1/] Someone else in the family may have been watching a different program. The series may have been broadcast wen the child was eating dinner.

[1/] Nielsen data do indicate that ther is less television viewing by children in May.

To bypass these types of constraints on viewership, children were given the names of ESAA-TV series and its competitors in that time slot from the prior week and asked to indicate which one they would prefer to watch. The proportions who preferred each ESAA-TV series over its competitors are presented in Table ES.4. Most of the preference rates for the two younger grades were between 5 and 10 percent; for the older grades, they were between 0 and 5 percent. These figures were slightly higher than the proportion of children who watched last week. This difference may be accounted for by a small portion of the regular ESAA-TV audience who did not happen to watch during the survey week.

The low magnitude of the preference figures provides some indication of why ESAA-TV viewership is low. Neither time of broadcast, competing activities or competing family members would have prevented children from indicating they preferred to watch one of the ESAA-TV series (even if they may have been unable to actually watch it). The ESAA-TV series were not more attractive to the children than the competition programming broadcast at the same time. An

TABLE ES.4: PREFERENCE FOR ESAA-TV BY GRADE

	GRADE 4			GRADE 8			GRADE 7			GRADE 10		
	Yes	No	Reasonable Share	Yes	No	Reasonable Share	Yes	No	Reasonable Share	Yes	No	Reasonable Share
PREFERENCE:												
[illegible]	12	83	17	5	95	7	2	98	4	2	98	3
[illegible]	7	93	13	4	97	10	2	98	4	2	98	3
[illegible]	10	90	34	12	88	8	3	97	7	4	96	10
[illegible]	8	92	20	8	92	11	3	97	8	3	97	8
[illegible]	6	94	12	5	95	8	4	96	8	3	97	8
[illegible]	24	76	13	13	85	3	3	98	1	3	97	3
[illegible]	19	82	19	10	91	4	13	98	4	17	83	11
[illegible]	0	99	0	4	95	1	4	96	2	3	97	3
[illegible]		NOT ASKED		4	95	10	4	100	4	1	99	10
[illegible]		NOT ASKED		16	84	8	4	96	8	4	100	4

NOTE: Table continued on following page [illegible]

[illegible] = Target Name

analysis of the preferences expressed for the ESAA-TV competitors found that Cartoons, Situation Comedies, Game Shows, and Sports were the most preferred types of competition (Issue 8). Of course, many of the preferences the children expressed may have resulted from the appeal of a "known" title versus an "unknown" ESAA-TV title (i.e., the low awareness of the ESAA-TV series relative to the high awareness of the competition probably affected the preference data).

6.3 Target Audiences

The discussion above omitted the question of target audience viewership to focus attention on overall exposure to ESAA-TV. The whole picture is important in that it gives some idea of the range of children who are being touched by the ESAA-TV series. The ESAA-TV viewership data, however, also need to be examined with respect to the target audience, those viewers each series was designed to reach.

All ten ESAA-TV series had a target age range which was highlighted in the four tables presented earlier. In general, the positive response to the series was higher on all aspects of viewership among the target grades. (Two exceptions to this involved high viewership by first graders not in the target audience.) The differences between the target and non-target age groups occurred primarily with heard-of and ever-watched questions. The differences on the watched-last-week and preferred questions were consistent in direction but smaller in magnitude than those found for the other two.

The highest rates of viewership were found for those series which were also targeted by ethnicity. Table 6.5 presents the watched-last-week viewership and the ever-watched viewership for four of the six series with a target ethnic group. For these four series (CARRASCOLENDAS, VILLA ALEGRE, LA ESQUINA, and QUE PASA, USA?), the viewership rates among the target ethnic group, Hispanics,

TABLE EE.5: EGA-TV VIEWERSHIP AMONG THE TARGET ETHNIC GROUP

	[illegible]			[illegible]		
	(a)	(b)	[illegible]	(a)	(b)	[illegible]
[illegible]						
[illegible] - [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] - [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible] - [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] - [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

exceeded the overall viewership for the series.[1] Furthermore, the viewership proportions by ethnicity for these series generally exceeded the overall norms for the other EGA-TV series as well. This trend was further confirmed, when last week's viewership of the EGA-TV series was analyzed only for those who were watching television at the time the series were broadcast (Issue 10). At any time period, the Hispanic series drew a respectable share of the Hispanic television viewers. This suggests that minority viewers, at least Hispanic viewers, are most attracted to a series designed specifically for their ethnic group. The series targeted for all ethnicities were poorly received by all ethnicities.

---

[1] The other two series targeted to ethnicity were LA BONO VIDITIBE and MUNDO REAL. Despite efforts to include them, by their nature of LA BONO VIDITIBE's target audience, i.e., French-Canadian first graders, were in the sample. MUNDO REAL had extremely low viewership among all groups.

In summary, children in the target grades viewed more than those in the non-target grades. If the series was targeted by ethnicity, the children in both the target age and target ethnic group viewed considerably more than the other target age children.

4.6 Factors Related to Viewership

The survey findings generally did not indicate a relationship between the other viewership factors examined and ESAA-TV viewership. Proportion of ESAA-TV viewing did not vary with broadcast on a UHF or VHF station or on a public or commercial station (Issues 4 and 5). ESAA-TV viewers and non-viewers did not differ with regard to the child's frequency of television viewing or family viewing habits (Issues 6 and 7). There was one exception to the general finding of most variables studied not being related to ESAA-TV viewership. The analysis of viewing by time periods (Issue 10) showed that the Saturday morning television offerings drew the largest number of children to the TV; however, the portion of the audience watching ESAA-TV was very small. Although fewer children watched television on Sunday morning, the ESAA-TV series drew much larger portions of the audience at this time period. This difference is apparently due to the different competition in each of these time periods. No other time period was particularly favorable or unfavorable for the ESAA-TV series.

4.7 Other Survey Findings

The findings from the teacher and principal survey indicated that knowledge of ESAA-TV was minimal. School personnel generally had not heard of the series, had not seen them, and were not aware of teacher guide materials. Furthermore, they responded favorably as often to non-existent programs as they did to many of the ESAA-TV series.

The major contribution of the in-home component of the survey was that it provided a reliability check of the viewership data collected in school. The results indicated that the viewership data, and particularly the ESAA-TV viewership data, were reliable. In-home data indicated that preschooler awareness and viewership of the ESAA-TV

series were low, that quality of reception and parental attitudes had no relationship to a child's ESAA-TV viewing, that young children could operate a TV set, and that parents were quite inaccurate when asked to name their child's favorite show. The data also indicated that most students did have regular viewing times on weekday evenings.

5. Conclusions

The viewership data can be interpreted from three perspectives. The first compares ESAA-TV to broadcast entertainment television. Given this standard of comparison, the low viewership of the ESAA-TV series is a cause for concern. A second standard of comparison is offered by the perspective which sees ESAA-TV as purposive television. The viewership findings indicate that ESAA-TV is comparable to other purposive programs, which always draw a smaller share of the audience than broadcast entertainment programs. Finally, ESAA-TV can be evaluated with respect to alternative means to reduce cultural isolation. This perspective seeks to examine the number of children served through the various alternative mechanisms; however, the necessary data for this comparison are not presently available.

Regardless of the perspective one adopts to determine the significance of the viewership findings, increased viewership is a worthwhile goal for the ESAA-TV program. Several considerations with respect to this objective are offered for future study.

1) Awareness. An overall conclusion based on a finding common to all the ESAA-TV series is that awareness needs to be improved. Other than "chance" viewership, awareness is a prerequisite to viewership.

Promotion is the usual method used to introduce a potential audience to a television offering. Promotion can occur at two levels: the station level and the audience level. USOE is presently attempting to increase carriage of the ESAA-TV series through a promotional effort called Television for All Children (TvAC). TvAC involves contacting station managers and making presentations at the stations.

The outcome of this effort has been an increase in carriage, particularly commercial carriage, and therefore an increase in the availability of ESAA-TV.

Availability alone, however, will not necessarily increase the proportion of target audience members who have heard of an ESAA-TV series. In addition to increasing carriage, there is a need to make each of the series known to the potential viewers. Promotional campaigns have been conducted in the past for several of the ESAA-TV series. The design of the present survey did not allow an evaluation of the effect of those efforts on viewership; possibly there was no effect or, alternatively, without these campaigns, awareness might have been lower. In either case, the survey findings indicate there still remains much room for improvement.

Several important issues will need to be considered in seeking to increase audience awareness. The first is what portion of the funds allotted to ESAA-TV should be directed toward this effort. Currently, ESAA-TV funding is provided primarily for production. Diverting funds to promotion may seriously impact on the number of series or number of episodes which could be produced. The implications of changing the promotion to production funding ratio will need to be carefully assessed.

A second issue which must be addressed is who should be allotted the responsibility for increasing the potential viewer's knowledge of an ESAA-TV series. It may be unrealistic to expect that promotion can or should be the job of the producing organization. The producers' responsibility usually ends when the series is completed. The fact that they have the skills to produce effective TV does not necessarily mean they have those required to design effective promotion campaigns. Some of the larger organizations can, and may want to, handle the promotion themselves. Many of the smaller organizations cannot handle such efforts however. Promotion could be made the responsibility of independent organizations much the same way TvAC is responsible for promotion to commercial stations. The

various ways of incorporating promotion into the ESAA-TV effort on a regular basis should be compared and evaluated.

One final consideration is the type of mechanism which would be the most effective in increasing awareness. All the national series and some of the regional series have promotional packages of one sort or another. It is important that all series have the fullest promotional effort possible. Promotional packages could be developed for each series and provided to the station for use with community outreach and liaison personnel and, in the case of public schools, their school coordinators. Additionally, stations might promote the series in newspapers and on radio, announcing broadcast times and airing clips. Other approaches would be through community organizations and public agencies. Promotional packages including flyers, brochures and posters aimed at adults might be sent to agencies such as minority organizations, schools, parent-teacher associations, church groups, educational associations, welfare offices, hospitals and public health clinics. Children themselves could be reached through schools or through children's organizations such as local YMCAs and Scout groups. The means to improve awareness of each of the ESAA-TV series may lie in any one or a combination of these directions. The feasibility and effectiveness of these various solutions should be explored in seeking to increase awareness of the potential audience. Such exploration should take into account the experiences of the series which have developed and used promotional packages.

2) Appeal. A disturbing finding for all the ESAA-TV series was that substantially more children had ever-watched a series than had watched that week. The series were also not often selected as preferred by those who had seen them. Further, the ESAA-TV series were not able to draw even a small portion of the audience at the times when competitive children's programming was being aired. One possible explanation for all of these findings is that the ESAA-TV series are not attractive or appealing enough to draw and hold an audience, particularly a persistent audience. Therefore, lack of awareness may not be the only problem that is limiting viewership.

While increasing awareness may lead to an increase in trial viewing, the audience must find the program attractive, appealing,

and interesting in order to continue viewing. As Mielke stated, "purposive TV ... must succeed in television terms before it can succeed in any other terms."[1/] At the present time, there are insufficient data available on the general appeal of ESAA-TV series. Although all ESAA-TV production contracts require a formative evaluation, the evaluation is limited to a field test of the pilot of the series. Summative evaluations have also been performed but it is difficult to reconcile the positive findings of these evaluations with the fact that only a small portion of the children who ever watch an ESAA-TV series became regular viewers.

The process of evaluating the ESAA-TV series needs to be examined to determine if evaluation, particularly formative evaluation, can be more fruitfully utilized to improve the appeal and quality of the series. The issues which need to be addressed are similar in many respects to those surrounding the promotion problem. Funds channeled into evaluation may mean less funding available for other aspects of the production process. Should fewer series be produced (and therefore fewer topics and/or minorities addressed) to allow comprehensive formative evaluation of those that are funded? Employing formative evaluation, including the reworking of unsuccessful segments if necessary, is extremely costly, but it may be more cost-effective than funding an entire series with little appeal to its target audience.

If evaluation is to receive increased emphasis, there still remains the problem of how to assess the quality of evaluations as they relate to potential viewership. Possibly, the procedures for awarding and monitoring ESAA-TV contracts should encourage the development and use of mechanisms for assessing the appropriateness of

---

1/ Mielke, K.W., Johnson, R.C., and Cole, B.G., The Federal Role in Funding Children's Television Programming. Volume I: Final Report. Prepared for the Department of Health, Education, and Welfare, Office of Planning, Budgeting, and Evaluation (Bloomington, Indiana: Institute for Communication Research, April 30, 1975).

any evaluations conducted. While increasing the extent of the evaluations may be necessary, that alone may not be sufficient to improve the appeal of the ESAA-TV series.

The ultimate goal of ESAA-TV should be to produce series of high technical quality which communicate the ESAA-TV message and are sufficiently appealing that the target populations will choose to watch. That is not an easy order to fill but closer approximations may be possible through a more comprehensive evaluation process.

3) Additional viewership surveys. Given that the current viewership survey was conducted prior to the TvAC promotional campaign, the viewership rates presented here may no longer be accurate, and the extent of carriage and coverage are obsolete. Viewership of ESAA-TV should be measured periodically. At a minimum, another study needs to be conducted to provide an indication of the impact of the TvAC campaign upon viewership.

The precision of the results of additional viewership surveys will be greatly enhanced by the use of AREAPOP II data which will be available shortly. AREAPOP II is a study of the location of grade "A" signal coverage areas for public television stations. The present survey was based on AREAPOP I which provided the same information but was based on less rigorous techniques.

In deciding whether or not to conduct another survey of ESAA-TV viewership, USOE should consider that much of the expense of the current effort was attributable to the individualization of data collection at each site. This was done to obtain information on the competing programs and on ESAA-TV viewership as it relates to time and day of broadcast. It may not be necessary to collect such detailed information again and, therefore, a second study could be conducted at less expense.

Also, before a second viewership survey is conducted, alternative data collection procedures should be examined. The large quantity of unusable data found among the younger grades in this survey

suggests that an in-class survey is not appropriate for their level of cognitive capability. The use of an in-school survey for this evaluation was based on its cost-effectiveness in obtaining large numbers of respondents for each series. The other option considered was exclusive use of an in-home survey. Alternative data collection methodologies should be reviewed and evaluated prior to a second survey in light of the results of this study. USOE should consider requesting less information from the younger children and/or collecting that information in a way that yields higher quantities of usable data.

4) Family viewership. The ESAA-TV approach to reducing cultural isolation has thus far been to produce programs exclusively for children. A broader approach might be adopted for a subset of the ESAA-TV series. ESAA-TV might consider producing series directed toward the entire family with the expressed objective of getting parents as well as children to view. While the direction of other ESAA-TV series may be restricted to schools and therefore to children, there is no reason ESAA-TV must also be directed exclusively to a young audience. While the legislation stipulates "children's programming," this phrase need not be interpreted to mean programs that only children would view. The findings on children's programs indicated that the most appealing programs were those directed toward the entire family. The attraction of the adult world is powerful as may be the attraction of viewing with adults. Although the findings from the in-home survey indicated parents were basically unaware of what their children viewed, this does not preclude the possibility of family viewing of offerings which appeal to young and old.

If an ESAA-TV series were to be watched by the entire family, the effect could be doubly beneficial. First, the importance of parents in the development of attitudes in their children should not be understated. Were the televised ESAA-TV message to reach children through their parents as well as through the television, the impact could be heightened. The second benefit of the "whole family"

approach could be increased viewership for children. Parents need not act only as promotional agents for ESAA-TV; they can also act as role models for viewership. Purposive programming with a cognitive focus, e.g., SESAME STREET, INFINITY FACTORY, tends to be directed to a target audience, of a particular age, at a particular skill level. Purposive programming with a social/affective message need not be age-specific.

5) Time of broadcast. The portion of audience analysis found that ESAA-TV typically drew the largest portion of viewers on Sunday morning and the smallest on Saturday morning. This information could be incorporated into the promotional campaigns directed to station managers. They could be advised to utilize the more advantageous time periods to help build an audience for ESAA-TV. Programming which will draw a reasonable share of the audience at off-peak hours may also be more appealing to PBS.

6) Impact. As discussed early in this report, the evaluation of the success of ESAA-TV in meeting its legislative goals involves two issues: an examination of how many people watch each series and the impact of each series on its viewers. This survey responded to the first issue. A large-scale summative or impact evaluation is required for the second. Although logically a child must first watch a series before cognitive and affective change can be brought about, knowledge of both aspects is critical to the determination of policy for ESAA-TV. Expending valuable resources to increase viewership may not be a sensible strategy if some or all of the series are incapable of getting their messages across. This problem is closely linked to the present use of evaluation during the production of ESAA-TV which was discussed above. Even though this study found ESAA-TV viewership to be limited, the possibility of conducting the impact study in the near future should be seriously considered to provide both types of necessary evaluative information. The combined results of both studies will permit more informed decision-making on the future direction of ESAA-TV.

7) In-School Viewership. One final issue that is raised when considering the viewership of ESAA-TV is the possibility of using the classroom as the prime place of viewing. ESAA-TV is presently oriented to in-home viewing, however the school may be a more appropriate mass medium than broadcast television. Would this change guarantee greater viewership?

The answer to this question has to take into account several factors:

- For purposive television programs, is it better to have a "captive" audience or one that self-selects?
- If a television program is designed to communicate, does it matter where it is viewed?
- Is it reasonable to expect that schools can find time in the already crowded school day and curriculum for series of programs that require regular viewing?

The answers to these questions and the past experiments with school-viewed television will need to be considered in determining which medium is most appropriate for bringing the ESAA-TV series to their target audiences. One significant drawback to shifting the focus to in-school viewing is that the ESAA-TV series would no longer be available as an alternative to children's entertainment television. This availability of ESAA-TV as an alternative to other children's offerings is perceived by many to be one of its greatest strengths.

ESAA-TV can be linked to the schools in several ways. It has already been suggested that special promotional materials continue to be developed for school personnel. Additionally, educators can be made aware of the expanding library of ESAA-TV series that have already been broadcast. If school viewing were desired, these could be scheduled more flexibly via closed circuit or classroom videotape playback. It would be interesting to examine the relationship between ESAA-TV and other ESAA programs. Perhaps this connection could be strengthened. Apart from using regular classroom time,

educators might want to consider how they could use these materials in collaboration with community or parents organizations in after-school hours. The school is only one agent in the cultural education of young people. The ESAA-TV programs could be appropriate catalysts to link together the allies that schools have in a community who share concerns for the healthy development of their children.

The issues discussed here have been presented primarily as considerations related to ESAA-TV which are suggested by the findings of this survey. The purpose in raising these considerations is to enable the Office of Education to direct this important Program in such a way that it will be able to meet the goals established for it. ESAA-TV represents a unique and experimental use of the television medium. Accordingly, ongoing evaluation and continual adaptation may be required if ESAA-TV is to be what it was intended to be.